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ABSTRACT

The food service managerial home study student guide begins with a brief overview of the conduct of the course, the desired outcomes of camp director education, instructions on phases I and II of home study, a student needs assessment form, a reading checklist, a student vita form, an individualized plan of study, and a list of suggested learning activities. The learning assignments consist of five lessons outlined in terms of desired competency area, suggested readings, objectives, discussion, activities, and review. Among the competencies listed are: knowledge of basic nutritional needs and food values; knowledge of federal, state, and local laws and American Camping Association on standards relating to food service; knowledge of various types of food service equipment and facilities; ability to identify various group food service methods including purchasing, selection, and control; ability to analyze applicability of various types of food service equipment to your camp; ability to analyze the relationship of food/food service to the total camp program and operation; and ability to analyze implications for the food service when serving the handicapped. A home study learning activity report form and instructor evaluation form are included. Supplementary reading materials conclude the study guide. (ERR)

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Student Guide to Home Study:

Food Service Managerial

Dr. Karla Henderson

Camp Administration Series

Sue Stein, Editor

Project STRETCH
The American Camping Association
Martinsville, Indiana

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Foreword

The Office of Special Education and Rehabilitative Services has for many years recognized the value of camping as an important aspect in the lives of handicapped youth and adults. Since 1971 when the former Bureau of Education for the Handicapped provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and adults in organized camping programs.

The material contained in this book and other volumes that make up the Camp Director Training Series are the result of a three-year project funded by the Division of Personnel Preparation. In funding this effort, it is our hope that the results of the project will help make camp directors and other persons more aware of the unique and special needs of disabled children and adults; and to provide information and resources to better insure that those needs are met.

The Office of Special Education and Rehabilitative Services is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

William Hillman, Jr., **Project Officer, 1979-1981**
Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services
Sept. 1981

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Preface

Emblazoned across the mantle of the fireplace at its National Headquarters are the words "Better Camping For All." Nothing more easily sums up the basic purpose of the American Camping Association (ACA) in its 75 years of existence than do these words. From its very beginning, the Association has been concerned about providing "better" camps. That concern has led to a continuing study and research for the most appropriate standards for health, safety, and better programming in the organized camp.

That concern for standards of performance in the operation of the summer camp led to an awareness of the necessity of an adequate preparation and continuing education of the camp director. Various short courses and training events were developed in local ACA Sections and at ACA national conventions. Many institutions of higher learning developed curriculum related to the administration of the organized camp.

By the late 1960s, the American Camping Association began the development of an organized plan of study for the camp director that would insure a common base of knowledge for its participants. Three types of camp director institutes were developed and experimented with in different parts of the country. In 1970, the Association adopted a formalized camp director institute which led to certification by the Association as a certified camp director. Continuing efforts were made to try to expand and improve upon the program.

After the first decade, it was recognized that the program must be greatly expanded if it were to reach camp directors in all parts of the country. Centralized institutes of a specified nature often prevented wide participation by camp directors. This led the Association to consider the importance of documenting a body of knowledge which needed to be encompassed in the basic education of any camp director and to explore methods by which that information could be best disseminated.

During the years 1976-78, the Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, funded a three-year project to determine the basic competencies required of a camp director who worked with the physically handicapped. Under the leadership of Dr. Dennis Vinton and Dr. Betsy Farley of the University of Kentucky, research was undertaken that led to the documentation of the basic components of such education. It was determined that 95 percent of the information required in education of a director of a camp for the physically handicapped was generic. Only 4 percent or 5 percent related specifically to the population served.

Meanwhile, the American Camping Association had begun to recognize that the word "all" in its motto is an obligation far beyond its extensive efforts over a number of decades to insure organized camping experiences for children of all racial, ethnic, and socio-economic backgrounds. Camps began to expand their services to a variety of special populations to encompass all age ranges and persons with a variety of physical and mental disabilities. The message soon reached the Association that any camp director education program must help all camp directors to understand and explore the needs of the new population the camps were serving. Chief among those new populations were the campers with physical and mental disablements.

In 1978, the Association approached the Office of Special Education, U.S. Department of Education, and requested funding for a project to expand its education program based on the materials developed by Project REACH, a research project funded by the Department of Education at the University of Kentucky; the intent was to include training for directors working with the handicapped and develop a plan for wider dissemination of camp director education opportunities.

A subsequent grant from the department resulted in Project STRETCH and three years of monitoring camp director education programs, revising and expanding the basic curriculum for such programs, and developing new materials for use in expanded programs.

As we near the end of Project STRETCH, the American Camping Association is pleased to find that the project has helped to greatly heighten the level of awareness of the handicapped and their needs in the camp director community.

This volume is one of several volumes that will insure "Better Camping for All" in the decades ahead.

Armand Ball,
Executive Vice President
American Camping Association

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Acknowledgements

The camp administration series is a result of three years of work by hundreds of individuals in the field of organized camping and therapeutic recreation. A big thank you is extended to all who made this project a reality. While it is impossible to mention all contributors, we extend a special thank you to those individuals who assisted the project for all three years. With their input, the road to this project's completion was much easier to travel.

Project Officer, 1981-1982

Martha B. Bokee, Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services

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A Brief Overview

As you prepare to embark on an ACA Home Study Course, it is important to remember that as in other ACA educational opportunities (institutes, seminars, managerials, etc.), there is a core curriculum upon which the course is based. The core curriculum has been approved by the curriculum committee of the American Camping Association.

Through home study, you will have the opportunity for a one-on-one relationship between you and your instructor. The instructor will be able to give you his/her undivided attention to facilitate your understanding and mastery of the study material. You will also be able to work on your own time schedule at your own pace.

A unique feature of ACA Home Study is our individualized approach. Recognizing the special needs of adult learners and differences between individuals and their preferences for certain types of activities, ACA Home Study Courses have incorporated an approach to allow each learner some independence in designing his/her own plan of study with the instructor.

Instructors. Instructors for ACA Home Study Courses are selected and assigned by the National Office on the basis of their experience as camp directors or educators in the area of camp administration and their ability to effectively facilitate the study of other adults seeking to increase their knowledge in the field of organized camping. Most instructors are happy to confer by phone should you run into a problem. Your instructor's phone number is listed in your letter of acceptance.

Course Organization. Each course consists of four phases. Phase 1: Begins with a needs assessment to determine where your strengths and weaknesses lie in terms of the areas to be covered, resources you have available, and questions or burning issues you wish to have answered in addition to the curriculum. You are also asked to complete a vita detailing your experience and previous education.

Phase II: Consists of the development of a plan of study to be followed by you and completed within twelve (12) months of its approval by your instructor. If necessary, an extension may be approved by your instructor for an additional six (6) months. The plan of work is developed by cooperation between you and your instructor and it is based on a set of recommended learning assignments provided (lessons). Note: All materials from the student required for Phase I and II should be sent to your instructor within one week of the notification of your instructor's name and address.

Phase III: Involves the actual study. The instructor assigned is available to you any time you need him/her by letter or phone to answer any problem areas or to comment on your work after you have completed an assignment. You may send in your assignments one at a time, or all at once. A brief discussion on each area of the course is also provided in Phase III.

Phase IV: Concludes the course with an evaluation of your work by the instructor, of the instructor and course by the student.

Texts: There is more than one text used for each course. Because of the lack of a comprehensive text in the field of camping for most areas, readings are required from a variety of sources. Agreement on readings which are required for the course is one of the tasks of the plan of work which is developed in Phases I and II.

Begin Course: As soon as you receive your materials for the course, begin work. Leaf through the study guide to get a feel for the course. Complete Phase I and II within a week of receiving the study guide and mail all requested materials (needs assessment, vita, reading list, and plan of work) to your assigned instructor.

Your instructor will review your materials and approve or add areas to your plan of work. This should be returned to you by your instructor within one to two weeks. You will then have a maximum of twelve (12) months to complete your plan of study (if needed, you may request a six (6) months extension from your instructor). As soon as you receive your approved plan of work, begin study. You may find it easier to put yourself on a time schedule to complete one area of the course per week and return it to your instructor for his/her comments, or you may find it simpler to send in all assignments in Phase III at once.

Circuit time (time between your mailings until your instructor returns a mailing to you) takes about two (2) weeks.

Evaluation: Once you have completed all assignments satisfactorily, complete the evaluation form and send it directly to the National ACA Office. A course certificate of completion will then be sent to you.

Cancellation and Settlement Policy for ACA Home Study Courses

We are confident you will be satisfied with your program of study through the American Camping Association. Should you decide to cancel, we provide you with this liberal cancellation policy.

A student may terminate an enrollment at any time by notifying the ACA National Office.

1. A student requesting cancellation within 7 days after the date on which the enrollment application is signed shall be given a refund of all monies paid to the American Camping Association (ACA).

2. When cancelling after this 7-day period, and until your instructor receives the first completed assignment (Needs Assessment), an administrative fee of 20% or $25 (the least amount) of the tuition shall be retained by the ACA.

3. After your instructor receives the first completed assignment (Needs Assessment), and prior to completion of a Plan of Study, upon cancellation of an enrollment the ACA will retain an administrative fee of 30% of the tuition.

4. After the student has completed the Plan of Study, the student shall be liable for the full tuition and there will be no refund.

The Desired Outcomes of Camp Director Education

A CAMP DIRECTOR SHOULD BE ABLE TO:

I. Demonstrate an understanding of the life span characteristics and needs of the constitutencies which he/she serves and directs including the effects of biological, psychological, and socio-cultural systems on the growth and behavior of these persons.

II. To determine which persons he/she could serve and identify the implications for his/her camp.

III. Assess his/her strengths and weaknesses in relation to his/her own philosophy and the philosophy of other persons in the camping profession, community, and camp, his/her relations with others, and his/her professional competencies.

IV. State. interpret and defend his/her camp philosophy, goals and objectives and how they relate to the constitutencies which he/she serves and the society in which he/she lives.

V. Design a camp program to achieve the goals and objectives of his/her camp in terms of camper development.

VI. To develop and justify the organizational design most conducive to the achievement of his/her camp's philosophy and objectives.

VII. Develop a comprehensive staffing plan in a manner which implements his/her camp's goals and aids his/her staff's personal and professional growth.

VIII. Know the values of organized camping and be able to interprete them to prospective parents and campers, staff, and the non-camp community utilizing varied resources and methods.

IX. Design a continuous and comprehensive evaluation program for his/her camps.

X. Analyze and develop a comprehensive camp health and safety system which is consistent/supportive of the camp philosophy, goals and objectives.

XI. Analyze and develop a camp's food service system which is consistent and supportive of the camp philosophy, goals and objectives.

XII. Analyze and develop business and financial systems consistent and supportive of the camp philosophy, goals and objectives.

XIII. Analyze and develop a comprehensive plan for site(s) and facilities management consistent and supportive of the camp philosophy, goals, and objectives.

ACA Home Study: Student Instructions

Phase I: Needs Assessment, Reading List, and Vita

Attached are the forms you need to complete for Phase I. These include:

1. A Needs Assessment Form: Each curriculum area of this course is listed on the form with a 1 to 10 scale underneath the statement.

   Please rate yourself as follows:

   1 to 2 - I have insufficient knowledge in this area

   3 to 4 - I have knowledge to identify some resources

   5 to 6 - I have performed some work in this area with assistance

   7 to 8 - I have performed independent work or instructed others in this area

   9 to 10- By virtue of training and experience in this area, I could be called upon to apply my expertise to instruct or consult any camp or constituency

   Space is also provided for you to comment as to why you rated yourself in such a manner on each topic.

2. Reading Checklist - To enable your instructor to make reading assignments, a recommended reading list is attached. Please mark with a check (✓) those materials you own or could get access to.

3. Vita: To give your instructor a better understanding of your background, you are also asked to complete the vita attached.

Phase I and II:

Phase I and II items should be mailed to the course instructor (listed in your course acceptance letter) within one week of the date you received it.

NEEDS ASSESSMENT FORM

Name_____

Camp Name_____

No. years camp experience_____

To be completed prior to training participant and returned to Instructor

Below is a listing of the competencies identified for the managerial you will be taking in Food Service Management. For each competency, please indicate how you would rate yourself in relation to a) your present ability at performing the task; and, b) the amount of training you feel you need in this area. Use a scale of 1 = low to 10 = high, putting an "X" through the number that best describes your response in each category. Please add any additional comments you feel necessary to clarify why you rated your ability as you did.

I. COMPETENCY	Your Present Ability (low high)	Amount of Training I Need (low high)	Comments
1. Knowledge of basic nutritional needs and food values.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
2. Knowledge of and ability to identify (1) resources for securing appropriate federal, state, and local laws; and, (2) ACA Standards related to food service.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
3. Ability to identify various groups food service methods and techniques, including purchasing, selection and control.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
4. Knowledge of various types of food service equipment and facilities, and ability to analyze the applicability of these to his/her camp.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
5. Ability to analyze the relationships of food/food service to the total camp program and operation.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
6. Ability to analyze implications for the food service when serving the handicapped.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

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II. The goal of this managerial is "to help the participant gain an understanding of how to establish and supervise the camp's food service program." Please describe what you would like to learn in this area (special concerns or problems).

READING CHECKLIST

Please check (✓) those publications you own or can get access to.

AVAILABLE IN ACA'S PUBLICATIONS *(ACA publications code)

Angier, Bradford. Wilderness Cookery. Stackpole, 1963. (CO8)

Ball, Armand B., and Beverly H. Basic Camp Management. 1979 ACA. (CM36)

Bunnelle, Hasse; Sarvis, Shirley. Cooking For Camp and Trail. Sierra Club, 1972 (CO10)

Bunnelle, Hasse: Food For Knapsackers. Sierra Club, 1971. (BK05)

Camp Standards With Interpretations For the Accreditation of Organized Camps. ACA. Revised September, 1978. (CS01)

Cramer, Craig. Camping Activities: The Stewardship of Food. Discipleship Resources. 1980 (CH05)

Holm, Don. The Old Fashioned Dutch Oven Cookbook. Caxton, 1970 (CO05)

How To Cook For Church Camps and Retreats. Augsburg, 1976. (CO12)

Knoll, Anne Powell. Food Service Management. McGraw-Hill Publishers, 1976. (CM37)

Mahoney, Russ. Trailside Cooking. Stackpole, 1976. (CO14)

Miller, Dorcar. Healthy Trail Food Book. East Wood Press, 1980. (CO25)

Moyer, Anne. Better Food For Public Places. Rodale Press, 1977. (CO15)

Robb, Gary. The Camp Food Service Supervisor. Project REACH, 1979. (CM38)

Rodney, Lynn. S and Ford, Phyllis M. Camp Administration Wylie, 1971 (CM01)

Sussman, Vic. The Vegetarian Alternative. Rodale Press, 1978. (CO17)

Thomas, Dian. Roughing It Easy. Warner, 1976. (CO12)

Thomas, Dian. Roughing It Easy 2 Warner, 1978. (CO13)

West, Bessie Brooks. Grace Severance Shugart, and Maxine Fay Wilson. Food for 50. John Wiley and Sons. 1979. (CO21)

Wilkinson, Robert E. Camps, Their Planning and Management. C.V. Mosby, 1981. (CM07).

OTHER RESOURCES

American Home Economics Association. Handbook of Food Preparation. Wash. D.C., Revised, 1975.

Bolhuis, John L.; Wolff, Roger K, and the Editors of NIFI. The Financial Ingredient In Food Service., 1976. 120 South Riverside Plaza, Chicago, Il. 60606.

Children's Foundation. Food Rights Handbook. Revised, 12/1974. 1028 Connecticut Ave., N.W. Washington, D.C. 20036.

Fay, Clifford, T., Jr. Rhoads, Richard C. & Rosenblatt, Robert L. Managerial Accounting For The Hospitality Service Industries. Wm. C. Brown. Co., Dubuque, IA. Second Edition, 1976.

Flanagan, Thelma. School Food Purchasing Guide. Research Bulletin #7. American School Food Service Assoc., 4101 E. Iliff, Denver, Colorado 80222.

Fowler, S.F. and West, B.B. Food For Fifty. John Wiley and Sons, Inc., New York, N.Y. 10016. Fifth Edition, 1971.

Iowa State University, Department of Institution Management. Standardized Quantity Recipe File For Quality and Cost Control. Iowa State University Press Ames, IA. 50010. 1971.

Keiser, James; Penn State University and Kallio, Elmer. John Wiley & Sons, Inc. 1974.

Kotschevar, Lendal H. and Terrell, Margaret E. Food Service Planning: Layout and Equipment. John Wiley & Sons., N.Y. Second Edition.

Kotschevar, Lendal H. Management By Menu. National Institute For the Foodservice Industry. 120 S. Riverside Plaza, Chicago, IL. 60606. 1975.

Kotschevar, Lendal H. Quantity Food Production. National Restaurant Assoc., Ed. Mat. Ctr. Suite 2600, 1 IBM Plaza, Chicago, Il. 60611. Third Edition, 1975.

OTHER RESOURCES (continued)

Lundberg, Donald E. and Armstrong, James P. The Management of People In Hotels Restaurants, and Clubs. Wm. C. Brown Co., Dubuque, IA. Third Edition, 1974.

National Institute for the Food Service Industry. Applied Foodservice Sanitation. National Institute For The Foodservice Industry. 120 N. Riverside Plaza, Chicago, Il. 60606. 1974.

Smith Evelyn E. and Crusisu, Vera C. A Handbook on Quantity Food Management. Burgess Publishing Co. 426 South Sixth St.,Minneapolis, MN. 55415. Second Ed., 1970.

Treadwell, lawn D. Quantity Recipes. Cornell University, Mailing Rm. Building Seven, Research Park, Ithica, N.Y. 14850. 1973.

ARTICLE(s) IN CAMPING MAGAZINE

Lloyd Boyles. "How to Conduct a Bicentennial Feed." April, 1976; vol. 48: no. 5. pp. 13

Boling, William C. "Summer Food Program-How Your Camp Can Join." May, 1977; vol. 40: no. 6. pp. 9.

Cramer, Craig. "Whole Food-A Fresh Approach to Camp Meals." March, 1980. vol. 52: no. 4. pp. 36.

Kimanyika, Shiriteik, and Cohne, Donna. "Getting Nutrition Into Kids at Camp." January, 1981. vol. 53: no. 2. (pp. 29)

Thomas, Dian. "Eating On the Trail." January, 1981. vol. 53: no. 2. pp. 15.

Zid[illegible], Joel. "Food Service Management. March, 1978. vol. [illegible]0: no. 4. pp. 14.

ARTICLE(S) IN JOURNAL OF CHRISTIAN CAMPING

Food Service Ideas. March/Apr., 1976. vol. 8: no. 2. pp. 17.

Food Service Ideas. May/June, 1976. vol. 8: no. 3. pp. 19.

Food Service Ideas. Nov./Dec., 1976. vol: 8. no. 6. pp. 19.

Gates, "More Than Mere Eating." May/June, 1979. vol. 11: no. 3. pp.15.

Kerstetter, Bob. "Cashing In On U.S. Surplus Foods." March/Apr., 1980. vol. 12: no. 4. pp. 16..

Kerstetter, Nancy. "Getting Started in Kitchen Planning." July/Aug., 1980. vol. 12: no. 4. pp. 16.

Nelson, Nancy. "How To Train Your Kitchen Staff.: March/Apr., 1980. vol. 12: no. 2. pp. 30.

Nelson, Nancy. "Staff Food Service Properly." Jan./Feb., 1980. vol. 12; no. 1. pp. 17.

Nelson, Nancy. "Baking: New Food For Old Service." March/Apr., 1981. vol. 13: no. 2. pp. 34.

ARTICLES IN JOURNAL OF CHRISTIAN CAMPING (continued)

Nelson, Nancy. "Secret Invaders In Your Kitchen" July/Aug., 1978. vol. 10. no. 4. pp. 17.

Nelson, Nancy. "Stop Those Leftovers." Jan./Feb., 1979. vol. 11. no. 1. pp. 16.

Riker, Silvia. "Recipes For Government Surplus Food." Nov./Dec., 1978. vol. 10: no. y. pp. 29.

"Sources and Resources.: July/Aug., 1980. vol. 12: no. 4. pp. 16.

Winslow, Robert. "A Doctor Looks At Nutrition." May/June, 1979. vol. 11: no. 3. pp. 19.

Yourkowski, Jean. "What Do Your Campers Eat." May/June, 1978. vol. 10: no. 3. pp. 20.

ACA Home Study Course Vita

VITA

Please complete the following information:

NAME _____ Phone _____

ADDRESS _____ Age _____

_____

I.

Education	Name of School	Location	Dates	Major
College(s)				
Other Education				

II.

Experience	Your Position/Responsibility	Location	Dates	Comments
A. In Organized Camping				

B. With Disabled Persons				

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III.

Special Training	Dates	Location	Sponsor

IV. Why do you want to take this course? _____

_____

_____

_____

V. What is your present occupation and your long-range career goal? _____

_____

_____

_____

_____

Phase II: Plan of Study for ACA Home Study Course

On pages 21 and 22, you will find a list of recommended learning activities for this course. You are not limited to these activities in developing your proposed plan. However, you must select or propose at least one activity for each competency listed and describe how and when you will report it to the instructor on the Plan of Study form attached.

Your instructor will review your plan and make any changes or additions he/she deems necessary to approve it. Once your plan is approved by your instructor and returned to you, you have 12 months from the date the work plan was approved to complete all assignments and return them to your instructor. If you cannot complete the work by the end of the 12 months, you may request a 6-months extension from your instructor.

Your Plan of Study for Phase II should be submitted to your instructor with the items requested for Phase I.

ACA HOME STUDY

INDIVIDUALIZED PLAN OF STUDY

NAME _____

COURSE FOOD SERVICE MANAGERIAL

Below is a listing of the competencies required for this course. For each competency please identify what you would like to do to gain knowledge and demonstrate your understanding of this area. This should be returned for your Instructor's approval. Your Instructor will make additional suggestions on your Plan of Study. You then have 12 months to complete all work. PLEASE BE SPECIFIC AS POSSIBLE IN COMPLETING YOUR PLAN.

COMPETENCY	STUDENT'S PROPOSED PLAN (To be completed by student)	INSTRUCTOR COMMENTS AND ADDITIONS (To be completed by Instructor)
Knowledge of: 1. Basic Nutritional Needs and Food Values.		
2. Federal, State, and Local laws relating to food service and ACA Standards.		
3. Various types of Food Service equipment and facilities		
Ability to: 4. Identify various group food service methods including purchasing, selection, and control.		
5. Analyze applicability of various types of food service equipment to your camp.		
6. Analyze relationship of food/ food service to the total camp program and operation.		

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COMPETENCY	STUDENT'S PROPOSED PLAN (To be completed by student)	INSTRUCTOR COMMENTS AND ADDITIONS (To be completed by instructor)
7. Analyze implications for the food service when serving the handicapped.		

FOR STUDENT INFORMATION ON PLAN OF STUDY FOR FOOD SERVICE MANAGERIAL

The following is a list of suggested learning activities for the Food Service Managerial.

You are not limited to these activities in developing your proposed plan. However, you must propose at least one activity for each competency listed, and describe how you will report it to the Instructor.

1. Knowledge of Basic Nutritional Needs And Food Values

   a. Collect a day of menus from two different camps. Compare the menus for nutrition, convenience, and cost, using a current reference on nutritional needs of your clientele.
   b. Develop a week's menus for camp. Visit a registered dietician/nutritionist to discuss the strengths and weaknessess of your menus in meeting nutritional needs of campers, keeping cost down, and convenience of preparation.

2. Knowledge of Federal, State, Local Laws and ACA Standards relating to Food Service.

   a. Accompany an ACA Standards Visitor on a visit to a camp kitchen. Observe whether federal, state, local laws and ACA Standards are being met.
      or:
   b. Prepare a list of all laws and standards which camp food services in your area are required to meet.

3. Knowledge of Various Types of Food Service Equipment and Facilities .

   a. Visit at least three camp kitchens note the equipment and facilities each has. Discuss the strengths and weaknesses of each kitchen with the head cook, food service director, or camp director
      or:
   b. Meet with at least two supplier of restaurant equipment. Develop a list of the ideal food service equipment for a camp serving 100 campers weekly.

4. Ability to Identify Various Group Food Service Methods Including Purchasing, Selection and Control.

   a. Read a book on food purchasing and food management. Develop a plan or list of methods to operate a camp food service efficiently.
      or:
   b. Develop or revise the following for a camp food service: purchasing record, prepetual inventory, requisition record, production record, camp receipe format for a file, etc.

5. Ability to Analyze Applicability of Various Types of Food Service Equipment to Your Camp.

   a. Inventory your present camp kitchen facilities. Compare this list to activity #3. List what equipment you want to add and why it

would be helpful.
or:

b. Ask a restaurant equipment dealer to recommend a list of equipment to modernize your camp kitchen. Analyze the list in terms of why or why not if should be purchased.

6. Ability to Analyze the Relationship of Food/Food Service to the Total Camp Program and Operation.

a. Visit two camp directors and have them discuss their food service system and its impact on the total camp program.
or:

b. Describe your camp's food service and describe it's impact on your total camp program.

7. Ability to Analyze Implications for the Food Serivce When Serving The Handicapped.

a. Select a handicapped population which requires special dietary considerations (i.e. Diabetics, Obese, Hyperactive, etc.), and develop a menu for the group.
or:

b. Visit a camp for the physically handicapped. Discuss with the director the special needs and services which need to be provided by the food service to enable them to serve the handicapped.

Phase III. Learning Assignments

A brief introduction/discussion has been written for you to read along with each area you will study.

This information is to be used as "food" for thought as a starting point for information. It is not the extent of the information you need to know from each area of study.

Also contained in this section are copies of the ACA Home Study Learning Activity Report. Please attach a copy of this form to the front of each assignment as listed on the Plan of Study approved by your instructor. You may send in more than one assignment at a time.

Should you have problems with an assignment, your instructor is only a phone call away. The instructor's name is listed on your letter of acceptance.

You have one year from the date your plan of work was approved by your instructor to complete all work unless he/she has granted you an extension.

Good luck!

FOOD SERVICE MANAGERIAL

/Lesson One/

Competency Area: Knowledge of basic nutritional needs and food values

Suggested Readings: Healthy Trail Food Book
Camps: Their Planning and Management, p. 179-185
"Whole foods--a fresh approach to camp meals", Camping Magazine, March, 1980
"Getting Nutrition into Kids at Camp", Camping Magazine, January, 1981. (Appendix)
"Whole Foods-A Fresh Approach" Camping Magazine, March 1980 (App.)

Objectives:
1) The student identify the foods in the four major food groups.
2) The student will discuss the primary nutrients found in foods served at camp.
3) The student will discuss the advantages of using whole foods as part of the camp menu.

Discussion:

Sound nutrition is essential for campers. With the amount of energy which is expended in camp activities, the campers and staff bodies must be nourished to remain healthy and full of pep to enjoy camp activities. Although the attractiveness, tastiness, and amount of food are important, the food service supervisor must assure that food value is the best possible in camp menus.

Most camp directors or food service supervisors are not trained dieticians or nutritionists, so the actual menus which are planned for a session should be checked by someone who is trained in nutrition. However, a number of "out-of-camp activities" may require menus which the food supervisor ought to evaluate to assure that nutrition is not ignored for the sake of convenience or simply campers' tastes.

A number of factors must be considered when planning meals to assure that food value and nutrition is present. Meals should appeal to the campers so they will be appetizing and they will eat the nutritious foods.

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Such factors as food preferences, climate, budget allocation, range of available foods, storage, and the competencies of the food staff should be considered when making menu selections.

In addition, each day and preferably every meal, foods from the four basic food groups should be included. These groups include: 1) milk and milk products, 2) meat and meat alternatives, 3) fruit and vegetables, and 4) cereal, bread, and pastas. These basic four food groups provide the necessary nutrients to keep campers healthy and full of energy. Important nutrients in the four food groups include such things as protein which is found in meats and cheese and which supplies the structure for cells such as muscles, blood, and bone. Other key nutrients are carbohydrates, fat, vitamins (A, C, B1, B2, niacin) and minerals such as calcium and iron.

Nutritious meals need not be boring. There are many standard camp recipes which are high in nutrition and which appeal to campers. There are also many opportunities in camp to expose campers to new foods and to new ways of preparing foods. Whole foods provide a fresh approach to camp meals. For example, whole wheat flour can be used half and half with white flour to add nutrition or a salad bar meal can be offered once a week; fruit juice and be served instead of fruit drink, or dried fruit, nuts, or cheese can be provided as snacks and desserts. There are many possibilities for using whole foods which offer sound nutrition at good food values and which are easy to prepare.

Activities:

a. Collect a day of menus from two different camps. Compare the menus for nutrition, convenience, and cost, using a current reference on nutritional needs of your clientele.

b. Develop a week's menus for camp. Visit a registered dietician to discuss the strengths and weakenesses of your menus in meeting

nutritional needs of campers, keeping cost down, and convenience of preparation.

Review:

How much do you know? After having read this material and completing your activities, try to respond to the following questions:

1. Why is food important at camp?

2. What factors will affect the selection of foods at camp?

3. If you were instructing your outing counselors about sound nutrition for out of camp day trips or longer, what would you tell them?

4. What is the definition of a whole food? How might the use of some whole foods in camp contribute to the camp setting?

5. Name at least five foods in each of the four food groups.

6. What are the major nutrients found in foods and what value are they to the body?

FOOD SERVICE MANAGERIAL

/Lesson Two/

Competency Area: Knowledge of federal, state, and local laws and ACA Standards related to Food Service

Suggested Readings: Camp Food Services Supervisor, p. 8-10
Camp Administration, p. 243-244
Camp Standards, A12 B-41-B51

Objectives: 1) The student will identify specific laws related to food service in one's own state.

2) The student will explain each of the ACA Standards pertaining to food service safety.

Discussion:

Regulations, laws, and standards are created to protect the clientele who are served by camps. Most of these laws and standards relate to plain common sense in developing an effective camp program which considers the health and safety of campers and staff.

Many states and local areas have laws and statutes which vary across the country. The camp director must be aware of what the requirements of his/her particular area are. The food service supervisor is the person responsible for enforcing these laws which generally relate to disease control and cleanliness.

Most states have some kind of Social Services or Human Services Department. The camp director should begin here to locate the information needed for complying with state food service standards. In some cases, licenses are needed. In many states, a yearly inspection is done in relation to these laws; in other states, this is not the practice. Some states have the same requirements for camps as they have for schools. Each individual should find out what laws apply to their particular kind of camp and make sure the laws are followed.

The ACA Standards go somewhat beyond simply common sense and recommend some very specific, quantifiable procedures which must be completed to assure health and safety. (However, in some states, the state laws are more strict than the ACA standards). The ACA standards relate to such areas as menu planning, checking food service personnel, storage of perishables, sewage disposal, garbage and rubbish storage, utensil cleaning, sanitation in the food service area, dining area sanitation, and nutrition plans.

Activities:

a. Accompany an ACA Standards visitor on a visit to a camp kitchen. Observe whether federal, state, local laws, and ACA Standards are met.

b. Prepare a list of all laws and standards which camp food services in your state or area are required to meet.

Review:

See if you can respond to whether these statements are true or false. The answers can be found in your ACA Standards book:

_____1. All food preparation and storage areas should be constructed so they are vermin proof, able to be maintained free of dirt, well lit, and partially ventilated?

_____2. A dietician need not approve a camp menu if the camp director has passed this particular camp managerial.

_____3. Smoking in the kitchen is permitted.

_____4. The health supervisor should check food service personnel on a regular basis for symptoms of ill health.

_____5. Milk and other perishable food should be maintained at a temperature of 50 degrees F. or less.

_____6. No regulations pertain to garbage and rubbish storage.

_____7. The procedure for cleaning and disinfecting dishes includes:

a) dishes scraped free of food particles
b) washed in hot water containing soap
c) rinsed in clear, hot water
d) rinsed again
e) air dried

_____8. No ACA standards apply to the dining room areas.

_____9. A written plan is needed for the maintenance of safe, clean, sanitary conditions.

FOOD SERVICE MANAGERIAL

/Lesson Three/

Competency Area: Knowledge of various group food service methods and techniques, including purchasing, selection, and control.

Suggested Readings: Food Service Management
Camp Food Services Supervisor, p. 13-25
Camp Administration, p. 254-577
Camps: Their Planning and Management, p. 187-194, 200-211
Better Food for Public Places

Objectives:

1) The student will make an accurate estimate of the required food supplies for a one week period of time or longer.

2) The student will list the factors to consider when selecting and purchasing food.

3) The student will identify the three appropriate ways to store foods and what foods should be stored in what ways.

4) The student will explain the reasons for various kinds of dining room procedures.

5) The student will list the kinds of precautions which must be taken to assure healthy and sanitary conditions in the food service operation.

Discussion:

A number of food service methods and procedures lead to the eventual placing of food on the table which can be eaten safely and in a fun, social spirit. These include such techniques as purchasing, preparing, and monitoring food within the camp food service.

Food purchasing will vary from place to place depending upon the cost, camp's storage space, and delivery possibilities. The key to food buying is getting good quality items at the most economic price and in the most usable quantities. Purchasing will consist of making quantity estimates, submitting bid specifications to suppliers, and keeping inventories and records on food purchases. Bid specifications require the food service manager to get more than one price for items. Bids also help in determining

what should be purchased. The camp may develop a bid form or the supplier may have them available.

Selection and purchase is also based on the food budget, the menu, the foods currently on hand, the number of meals to be served, yields from various sized packages, standard camp recipes, foods available locally, the planned use of products, and the quality of the food items.

Meal preparation is mainly dependent upon the menus. Each camp will differ on the rotation of menus and the size of meals. Preparation may depend upon the staff talents and a number of other factors. Special meals on Sundays, end-of-the-camp banquets, or just "novelty" meals may create more work for food service personnel, but their benefits in the long-run must be weighed in relation to the goals of the total camp experience.

To ensure that food is safe, wholesome, and appetizing, it must be stored properly. Several factors should be considered in storage--adequate space, location of the storage areas, ventilation, temperature, and moisture control. There are three basic kinds of storage: dry food, refrigerated food, and frozen food storage.

In addition to the kinds of things which occur in the kitchen, the food service supervisor and camp director must also be aware of food service in the dining room. Food is generally served in one of two ways--family style or cafeteria-style. The method will depend upon the dining room facilities and the philosophy of the camp. The same is true of seating patterns and dish returns. Each camp must work out a method that is appropriate and meets the overall program goals of that camp.

Activities:

a. Based on your readings, develop a plan or list of methods to operate a camp food service efficiently.

b. Develop or revise the following camp food service procedures: purchasing records, perpetual inventory, requisition records, production records, camp recipe format for a file, etc.

Review:

Can you respond to the following questions?

1. What factors should be considered when purchasing food?

2. On an appropriate bid specification form, what information should be included?

3. What are some good methods of keeping inventories and records on food purchases?

4. What are the three major ways of storing food and what foods would be stored using which method?

5. What are the advantages and disadvantages of family style and cafeteria style dining room procedures?

6. When storing food, what hazards ought to be considered?

FOOD SERVICE MANAGERIAL

/Lesson Four/

Competency Area: Knowledge of various types of food service equipment and facilities, and ability to analyze the applicability of these to the camp

Suggested Readings: Better Food for Public Places
Camp Administration, p. 244-254
Camps: Their Planning and Management, p. 194-202
Camp Food Services Supervisor, p. 23-25

Objectives:

1) The student will analyze a camp food service kitchen and determine how efficient the layout is.

2) The student will list the factors to consider when purchasing kitchen or dining room equipment.

3) The student will justify the choice of particular dishwashing techniques for health and efficiency reasons.

4) The student will justify the ideal layout for a dining room and describe how efficient dining room management is obtained through this particular layout.

Discussion:

When the nutritional, safety, and quantity aspects are considered for a camp food service, it is necessary that the kitchen and dining room have usable equipment and utensils. It is also imperative that quality meals be prepared and served using sound kitchen management with a minimum of staff. Although not every camp has had or will have the opportunity to build or remodel the ideal kitchen, there are a number of matters of health and efficiency which should be kept in mind and modified to the degree possible to create the most efficient food management system. Food service service consultants can give the most insight regarding efficiency. However, the key idea is the facilities should provide for a smooth flow of food preparation from the receiving and storage area to the prepration area in the dining room.

In addition to the kitchen area, there are a number of factors to consider when purchasing kitchen equipment and utensils. As a rule of thumb, purchase of kitchen equipment should be based on the following factors: the need (or will the kitchen operate more efficiently because the item is purchased), performance (in terms of efficiency of function of the item), sanitation (or can the item be easily cleaned), flexibility in using the item for a number of jobs, safety, costs involved (including the initial cost as well as operating and depreciation costs), and lastly, the availability of service and repair. If an item meets all these criteria to the camp director's or food supervisor's satisfaction, the item should be purchased.

Dining room equipment includes other items related to food service management. Consideration should be given to tables, chairs, tableware, and dishes. Tables come in all sizes and shapes and the selection will be based upon the space, size, and socialization goals of the camp. In the past few years, a variety of tableware and dishes items have become available including china, glass, plastic, and paper. The particular items used all have advantages and disadvantages. The food service manager will need to be aware of all the options for a particular camp and determine what types or combinations of items are most efficient to use.

Another consideration for the camp is dishwashing. A variety of methods exist for getting this task completed. No matter who does it--campers, counselors, or other staff--or whether washing is done with a commercial dishwasher or by hand, the standards determined by ACA should be strictly followed to insure that dishes are clean and sanitized.

Equipment and facilities will vary greatly from camp to camp. New items and methods are continually coming onto the market. The food

service manager must be aware of the many options available and strive to use items and equipment in ways that are efficient and effective for the particular camp.

Activities:

a. Visit at least three camp kitchens-note the equipment and facilities each has. Discuss the strengths and weaknesses of each kitchen with the head cook, food service director, or camp director.

b. Meet with at least two suppliers of restaurant equipment. Develop a list of the ideal food service equipment for a camp serving 100 campers weekly.

c. Inventory your present camp kitchen facilities. List what equipment you want to add and why it would be helpful.

d. Ask a restaurant equipment dealer to recommend a list of equipment to modernize your camp kitchen. Analyze the list in terms of why or why not it should be purchased.

Review:

Can you answer these questions:

1. When determining the best layout for a kitchen, what factors will you consider?

2. In purchasing kitchen equipment and utensils, what kinds of things will you consider?

3. What are the advantages of various kinds of dining room set-ups, such as the use of various shaped tables and different methods for cleaning dishes?

4. What are the ACA standards pertaining to how dishes must be washed?

5. What procedures would you set up at your camp for the clearing of tables?

FOOD SERVICE MANAGERIAL

/Lesson Five/

Competency Area(s): Ability to analyze the relationships of food/food service to the total camp program and operation.

Ability to analyze implications for the food service when serving the handicapped.

Suggested Readings: Better Food for Public Places
Camp Administration, p. 256-257, 242-244
Camp Food Services Supervisor, p. 25-29, 2-6
Camps: Their Planning and Management, p. 177-179

Objectives:

1) The student will list why food service is important to the camp program including reasons beyond physiological needs.

2) The student will write job descriptions for the various staff employed in the camp food service operation.

3) The student will make an outline for the kinds of record keeping which must be done in camp food services.

4) The student will identify several ways in which the food service staff can be integrated into total camp activities.

5) The student will discuss particular problems that staff may have with handicapped campers and provide alternatives for dealing with potential problems between staff and the campers.

Discussion:

The camp food service function touches on every aspect of the camp operation. Parents believe the food service is important when considering sending their children to camp. The camp nurse is concerned about special diets, nutrition, and overall health. The program director relies on the daily and "extra" food service items to enhance the program as well as to keep up the morale and spirit of both staff and campers. In addition, a residents camp's food budget represents approximately 30-40% of the total annual camp operating budget. Most important, mealtime can be one of the finest times for enjoyment of food, fun conversation, relaxation, good companionship, and esprit de corps. For all these reasons and more, the

food service operation is an important part of camp.

In most camps, the food service staff consists of a number of people including cooks, kitchen assistants, and/or dishwashers. In addition, one person is usually designated as the food service supervisor or manager. He or she is responsible for food preparation, serving food, maintenance, and supervising staff. The food service manager works directly with the camp director, camp nurse, maintenance supervisor, and program director as well as other staff such as trip coordinators, etc. In addition to all of the functional tasks, the food service supervisor must be a good communicator and possess other human relations skills.

Record keeping is another task for which the food supervisor must develop a system. Records should be kept for each meal relating to the number of people served, the amount of waste, and a determination of food costs per camper per day. Tedious as it may be, this information is essential for a well run food service operation.

In supervising the food service staff, the supervisor should seek to involve the staff with many of the camp activities. Food service staff should be included in camp staff training and receive the same kinds of fringe benefits (such as days off) as other staff. The same rules of behavior should apply to food staff as well as the same staff benefits. This will help food service staff to feel a part of the camp and keep them from being separated into a "different" level of camp participation. In some camps, the food service staff have other duties besides strictly kitchen or dining room assistance. Staff morale must be kept at a high level.

Handicapped campers have basically the same needs as other campers, but the camp staff must be aware of some of the uniquenesses. Sometimes

special food provisions are needed based upon the kinds of handicapping conditions found in a camper. However, special conditions should not mean that campers are treated in any manner overtly different. Being over-protective, avoidance behavior, and derogatory behavior, which lead to various forms of discrimination, should be avoided. However, such assistance as special diets and modifying tables for wheel chaire use are ways which will make the camping situation easier for handicapped individuals. While it is necessary to be aware of the limitations associated with various handicapping conditions, it is essential to emphasize those things the handicapped campers can do, rather than to focus on those things which the handicapped cannot do.

Activities:

a. Visit two camp directors and have them discuss their food service system and its impact on the total camp program.

b. Describe your camp's food service and describe its impact on your total camp program.

c. Select a handicapped population which requires special dietary considerations and develop a menu for the group.

d. Visit a camp for the physically handicapped. Discuss with the director the special needs and services which need to be provided by the food service to enable them to serve the handicapped.

Review:

Can you come up with adequate justification for responses to the following situations?

1. You feel that your food service operation is not as efficient as it could be. You are planning to request to your camp board (agency) a $50,000 proposal for the remodeling of your food services. How will you justify the need for better food services as it relates to your entire camp program?

2. Write a job description for your kitchen staff including: qualifications, duties to perform, method of supervision, and other camp expectations.

3. Given the following information, determine the cost per day per camper for food service on July 10, 1981:

Date: July 10, 1981

Meal	No. of campers	Cost
B	124	$55
L (in-camp)	55	85
L (out-of-camp)	79	65
D	124	200

4. One of your kitchen staff members comes to you and is concerned because he/she has never known a physically handicapped person before and there is one camper who is in a wheelchair. What will you tell him/her about handicapped persons?

ACA Home Study Learning Activity Report

This report cover sheet should be attached to the front of each individual assignment. (See the Plan of Work approved by your instructor.) Return this form to your assigned instructor.

NAME _____ COURSE _____

STREET _____ *Plan of Work Assignment (List planned activity from Plan, or identify Competency Area number)* _____

CITY _____ _____

STATE, ZIP _____ *Instructor's Name* _____

Date Submitted _____

INSTRUCTOR'S COMMENTS ON THIS ASSIGNMENT:

_____

_____

_____

_____

_____

Instructor's Signature _____ *Date* _____

STUDENT'S COMMENTS ON, OR QUESTIONS ABOUT THIS ASSIGNMENT: (Questions you may have as you submit this, or further questions you may wish to resubmit after receiving the instructor's comments.)

_____

_____

_____

_____

_____

_____

Phase IV: Evaluation

Once you have completed all assignments and your instructor has notified you of your satisfactory completion of all course work, please fill out the attached evaluation form on the course and instructor. This should be returned in the envelope provided to the National ACA Office.

The National ACA Office will then send you a certificate of course completion once they receive the instructor's report and your evaluation.

Congratulations -- you have finished the course!

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For Student to Complete - Return directly to ACA National Office

ACA Home Study Course and Instructor Evaluation Form

NAME _____

ADDRESS _____

COURSE _____ INSTRUCTOR _____

Please help us improve the Home Study system by evaluating the following:

1. To what extent was the course action oriented? Could you apply what you have learned from this course?

2. How confident do you feel in your ability to implement the information presented in a camp setting?

3. To what extent were your own educational needs met by this course?

   Minimum Extent 1 2 3 4 5 6 7 8 9 10 Maximum Extent

4. Please rate the following items. Use the following scale of 1 = Poor and 10 = Excellent.

	Poor									Excellent
a. Appropriateness of format to course goals	1	2	3	4	5	6	7	8	9	10
b. Overall organization of the course	1	2	3	4	5	6	7	8	9	10
c. Length of course in terms of covering the subject	1	2	3	4	5	6	7	8	9	10
d. Clarity of instructions from ACA and your instructor	1	2	3	4	5	6	7	8	9	10
e. Plan of Work developed with instructor	1	2	3	4	5	6	7	8	9	10
f. Circuit time for information sent to your instructor (amount of time between when you sent in an assignment and its return to you)	1	2	3	4	5	6	7	8	9	10
g. Guidance provided by your instructor	1	2	3	4	5	6	7	8	9	10
h. Preparedness of your instructor	1	2	3	4	5	6	7	8	9	10
i. Ability of your instructor to clarify problems	1	2	3	4	5	6	7	8	9	10

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5. Did this course meet with your expectations? Why or why not?

6. What were the major strengths of this course?

7. What suggestions do you have for improving this course?

8. Were the readings appropriate and adequate for the course? If not, why?

9. Would you recommend your instructor conduct another home study course? Why or why not?

10. Did your instructor make sufficient comments on your assignments?

11. Based on your experience, would you recommend ACA Home Study to a friend?

12. Any other comments:

THANKS!

Getting nutrition into kids at camp

by Shiriki K. Kumanyika and Donna Cohen

A youngster's camping years are nutritionally demanding ones—due to growth and to physical activity. But food preferences are formed early in life and tend to dictate what is eaten or not eaten rather arbitrarily in a physiological sense. Whatever instincts we may have had to guide food intake in line with needs have been lost to the human race for some time. Thus, in the face of an increasingly complex food supply, the match of what is eaten to what is needed must become a matter of knowledge and intention rather than luck.

The reinforcement and fostering of positive food behaviors for young campers can be a deliberate aspect of the overall camping program.

One might say that, in terms of meals, a camper is faced with several weeks of "benign captivity." Being at camp means having breakfast, lunch, dinner, and even snacks under camp auspices—and choices can only be made from foods presented. Like all institutional or "mass" feeding situations, meals at summer camp must be catered to general tastes (and, of course, those of the cook). Food selections, flavorings, and preparation styles must be acceptable to a range of palates. In addition, the meals offered from day to day must necessarily be compromises between what might at best be offered and what can actually be managed within institutional realities such as cost, storage and sanitation requirements, or mix of commodity foods.

In relation to the problems of camp feeding, direct assessment of campers' food preferences can be useful in several ways. Although food likes and dislikes are highly individual, some general trends can usually be identified among children of similar ages and cultural backgrounds. These trends, once recognized, can then be translated into menus that are effective at getting the desired "nutrition" into campers and keeping plate waste to a minimum. And, if the challenge of providing positive nutritional guidance is accepted, a survey of campers' food preferences provides an excellent basis for developing productive food learning activities.

In the summer of 1978, Ms. Donna Cohen conducted a food preference survey at a New York state camp were she had been a camper and then counselor for several years. A simple questionnaire was used to learn which foods campers felt "indifferent" to, "liked," "disliked," or had "never eaten." Of the 55 foods listed, most were chosen from the camp menu, and many were good sources of iron, calcium, or vitamins A or C. These four nutrients are considered most likely to be deficient in the diets of children and adolescents.

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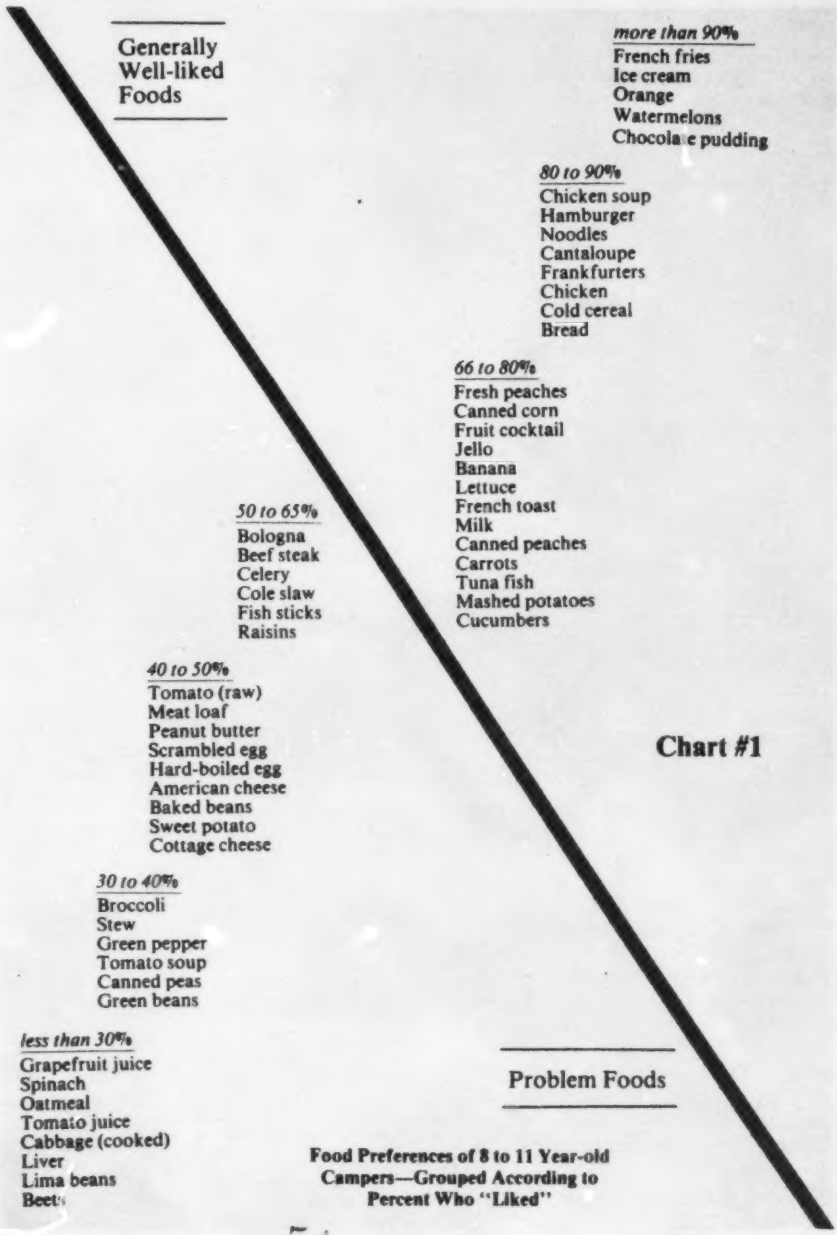

Chart #1

Food Preferences of 8 to 11 Year-old Campers—Grouped According to Percent Who "Liked"

Ninety-six campers participated in the survey: 37 boys and 59 girls, 8 to 11 years old. This group was approximately half returning and half new campers, attending for sessions of three or six weeks. The questionnaire was administered by asking groups of 10 to 15 campers to come to a special room after lunch so that camp staff could learn "how kids their ages felt about food." The campers were allowed to check the appropriate preference category for each food as the list was read aloud item by item.

The results of the survey were tallied with several questions in mind. For example, what were the *most* and *least liked* foods? Were any nutritious foods really well-liked? Do children of this age tend to dislike more foods than they like? What portions of various meals were being wasted? Foremost was the question of whether campers' avoidances of certain foods were resulting in marginal intakes of important nutrients.

Campers rank food

The accompanying chart *(chart #1)* shows the ranking of "like" responses to each of the 55 food items. Foods at the bottom left were the least popular—that is—liked by a relatively small proportion of the campers. At the other extreme, top right (and perhaps confirming the validity of the survey), french fries and ice cream are shown in first and second place.

A diagonal line has been drawn to distinguish the foods that were generally acceptable (above) from those that could be considered "problem foods" (below). In arriving at these designations, the percentages of campers who "liked" or were "indifferent" to a food were combined to estimate the proportion who would eat the foods when offered, at least under some circumstances. "Never eaten" might have been interpreted as unfamiliarity with a food; however, all of the foods listed were common foods and most were on the camp menu. "Never eaten" was therefore interpreted as an alternative expression of "dislike," and these two categories were combined. Foods below the line are those which the majority of campers would probably not eat, by either of these two criteria.

To determine the nutritional adequacy of the foods campers did seem to be eating, menus for four weeks were analyzed for content of iron, calcium, vitamin A, and vitamin C. Calculations were made first with and then excluding the "problem foods."

Since daily nutrient intakes may vary appreciably without harm to the body, each of the camp foods was analyzed according to the percent of the *weekly* dietary allowance it provided. These weekly allowances were derived from the recommended dietary allowance (RDA) for children seven to ten years old. The nutrient content of the foods was estimated by using published food tables—computing the percent of the weekly allowances by multiplying the average number of weekly servings of a food by its nutrient contribution per serving (divided by the weekly allowance times 100). At the same time, and since the camp was participating in the Summer Food Program for Children as detailed in the May 1977 issue of *Camping Magazine*, the menus were also reviewed against the federal guidelines for type A meals as an indication of overall nutritional adequacy.

As written, the menus were generally within the type A pattern and they passed the tests of nutritional adequacy by a wide margin. Column A in *chart #2* shows the percentages of the recommended weekly allowances met if *all* foods were eaten. Column B shows percentages when the contribution from problem foods is assumed to be lost. According to these figures, even if children eat only the foods which most of them seem to like, their food intakes might still be considered adequate in terms of these four "at risk" nutrients. (The RDAs themselves contain a considerable safety factor, so that diets meeting two-thirds or more of these allowances may be acceptable.)

Problem foods

However, nutritional evaluation cannot be made along such narrow lines. For example, a meal-by-meal analysis revealed another important concern with regard to the problem foods. The distribution of food intake throughout the day is critical to proper functioning. Problem foods were offered together at several meals. One regular breakfast, for example, was so constituted that a significant number of children were probably only drinking the juice—perhaps with some bread and butter on the side. These campers would be prime candidates for a "mid-morning slump" (the feelings of weakness and sensations of hunger that may occur when an adequate breakfast is not eaten). At other meals, both of the protein foods or both of the vegetables offered were foods from the problem list. Campers who disliked these foods might be filling up on the foods they liked or relying on sweets or snack foods available at the canteen or from other sources.

To comment on the food dislikes and likes as such—several patterns seem worth noting from the rankings obtained.

Taking the campers as individuals, the average number of foods "disliked" was 10, with a range of 0 to 25. The average number of foods liked was 32, with no child liking less than 14. The girls among this group of campers disliked significantly more and liked significantly fewer of these foods.

Several of the least popular foods are foods with strong flavors, for example: cooked cabbage, liver, and green pepper. Recipes that diminish rather than enhance these strong flavors might be useful in promoting a greater acceptance of these foods.

Tomato products in general did not fare well. Not only raw tomatoes, but

Chart #2

Weekly RDA	% If All Foods Eaten	% If Problem Foods Excluded	Weekly RDA	% If all Foods Eaten	% If Problem Foods Excluded
	(A)	(B)		(A)	(B)
Iron 70 mg.	148%	83%	Vitamin A 23,000 I.U.	347%	116%
Calcium 280 mg.	148%	117%	Vitamin C 280 mg.	491%	182%

also tomato juice and tomato soup were on the problem list. Rather than waste these foods, which are excellent sources of vitamins A and C, they might be used more frequently in the combination dishes children tend to like (pizzas, spaghetti dishes, soups, and casseroles).

Peanut butter may not actually achieve its theoretical potential as a protein food, although it appeared frequently on the menu in this capacity. Its overuse—possibly due to convenience, excess availability, or relative ease of serving—might be to some degree responsible for its relatively low preference score. It is important to note that the "protein equivalent" for peanut butter (in comparison to meat or cheese) is *four* tablespoons. It seems unlikely that children would serve themselves this much. Cooked dry beans or peas might be added to various dishes as an alternative protein source.

Many of the well-liked foods are of high nutritional value. The popularity of these foods might effectively be used to "piggyback" items which are not well received by themselves.

Of course, some caution should be exercised in generalizing too literally from the specific preferences expressed by these campers to children of other ages and children at other camps. These likes and dislikes were surveyed within the context of a particular camp and its menus. In this case, the camp meal service followed the kosher dietary laws. Still, the results of this survey are congruent with a similar survey published in 1972.

Nutrition education at camp

The camp setting provides many opportunities for getting children turned on about nutrition and for promoting greater acceptance of unpopular foods. Creating recipes and preparing food are activities that school-age children usually enjoy, and there are many other camping projects which can be effectively developed around food or nutrition themes. Crafts, indoor and outdoor gardening projects, nature walks, songs, and games are some examples. A few starter suggestions are given in the box *(chart #3)* along with several sources for recipes and other activity ideas.

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Education aimed at behavior change is best achieved at the individual or small group level. Children should be encouraged to participate and become *personally involved* in the learning activity. For nutrition and food learning, the goals will be to encourage campers' acceptance of a variety of high quality foods and to provide truly appealing alternatives to junk foods. The ultimate goal is to help them become informed consumers of foods that both taste good and are good for them.

Food preferences formed early in life may be influenced by many factors. At these ages and with appetites inevitably stimulated by outdoor physical activities, campers are surely not refusing foods on impulse—at least not once the initial settling in has taken place. Just as with adults, young children express their individuality and inner selves by finding more or less satisfaction in certain flavors, textures, and aromas, and in various aspects of the eating milieu. The more realistically we see these preferences, the more effective we can be in avoiding the undesirable extremes of extensive plate waste on the one hand, or giving up our nutritional values entirely to a cycle of french fries and ice cream.

In surveying a group of campers 20 years ago, Breckenridge has indicated that certain changes in food preferences occurred during the camp experience but that these changes showed no particular trends. By assessing campers' food habits, an attempt can be made to direct the changes that will take place in a nutritionally positive way. □

Chart #3 ACTIVITIES

1. Decide which of the new recipes you want to try (perhaps there will be four) and plan to serve two per week. Explain to the children that you want to be able to give one of the foods a "Food Adventure Award." In order to decide which dish receives the award, the children must impartially sample each dish. Counselors will keep track of how many portions are eaten at each table. To win, the greatest number of people must have finished at least one portion. The children should be encouraged to be honest about their opinions, and no one should be "forced" to eat. You may also want the campers to rate the dish on a scale of one to five. Hopefully, the children will be encouraged to try something new, and you will be able to judge acceptance.

2. An "Invent-A-Sandwich" contest may encourage creativity and food acceptance. The children will submit suggestions for a new sandwich filling. Each entry must have a name and be accompanied by a recipe or picture.

3. One afternoon, the counselor, nature counselor, or person responsible for food preparation, could introduce the campers to various herbs and spices. They could discuss where these come from (parts of the world, parts of plants). The children should be able to see and smell a variety. The group could then mix the spices in cups they have decorated, to be used as centerpieces for the dining room tables. The next day the group could present these to the rest of the children. It might be best to do this when serving:
   a) Spicy Sweet Potato (ginger, cinnamon, cloves, nutmeg, allspice)
   b) Cottage Cheese Spread (oregano, pepper, garlic)

4. Two or three groups may be responsible for preparing "appetizers" for each table. This might be a good way to present a new food in a small quantity. Cost and waste would therefore be minimal and the food would seem special.
Ideas:
   a) Green peppers with cream cheese dip
   b) Celery stuffed with peanut butter and raisins
   c) Fruit and vegetable kabobs
   d) Stuffed cherry tomatoes

RESOURCES FOR RECIPES AND NUTRITION ACTIVITY IDEAS

Mapes, M. and Keown, G. *Mm Good. Try Something New.* Media Services Printing, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, NY 14853. Leader's Handbook.

Sloan, S. *A Guide for Nutra Lunches and Natural Foods.* (Fulton County Georgia School Foodservice Program) Order from Sara Sloan, Post Office Box 13825, Atlanta, GA 30324

Goodwin, M. and Pollen, G. *Creative Food Experiences for Children.* Center for Science in the Public Interest, 1755 S Street, N.W., Washington, D.C. 20009.

Croft, D. J. and Hess, R. *An Activities Handbook for Teachers of Young Children.* New York: Appleton Century—Croft, 1973.

LESSON #2

Whole foods--a fresh approach to camp meals

Last year the Southern New Jersey Methodist Camps were part of a project using whole foods for camp meals. This article is based on research conducted by the author as director of the project, "Food Values and Food Experiences in Camping," sponsored by the National Board of Discipleship of the United Methodist Church.

The project began the first week of elementary camp with "Food Awareness Week." The campers prepared things like whole food snacks, fresh fruit salads, and cinnamon rolls as part of the program. At mealtime, they sampled such ethnic foods as tacos, Mid-Eastern pita bread sandwiches and pizza. They also wrote and performed their own commercials for whole foods to help them understand the effect of TV advertising on their eating habits.

by Craig Cramer

Close your eyes and try to taste the first s'mores you ever ate at camp. Or recall that first breakfast cookout. Can you still smell the bacon sizzling as the early morning sun struggled into the campsite? There is no doubt that food is an important part of the camping program. All too often, however, food is seen only from the management side, and not from the perspective of its effect on the campers and their experiences.

In order to incorporate the management aspects with the program aspects of food and provide for high quality food experiences, begin by looking at why food is important to people. Obviously, food is important because it tastes good. Most everyone enjoys good-tasting, well-prepared food that pleases the palate and leaves a satisfied feeling. Equally important is food's life-giving and life-sustaining properties as it supplies the necessary nutrients and energy needed to perform daily activities in good health.

Food also has a third value which often goes unnoticed. It can help bring people closer together emotionally. It is used to celebrate special occasions, either by feasting or fasting. One of the best ways to get to know someone is to sit down and share a meal with them.

Food experiences at camp should reflect all three of these values: the food should taste good, it should be good for the campers, and it should help bring them together in the spirit of the camping community. A look at the current trends in institutional food service, however, shows a move away from these important values. Institutional foods are processed for long shelf life and convenience in preparation. As a result, taste and appearance are inferior to their natural counterparts. Not only is there an accompanied decrease in the nutritional value of most processed foods, but many are laced with potentially dangerous chemical additives. Some children show hyperactive or allergic reactions to these additives. There is an increasing number of requests for additive-free diets for campers who have shown such allergic reactions, but many more may go undiagnosed. The trend toward cafeteria-style service instead of family-style service further dehumanizes the food experience for the campers.

A growing number of camps have recognized the problem and are responding by improving their food service instead of serving foods based on convenience. They are moving away from processed, convenience foods and toward more natural, whole foods.

Whole foods should not be confused with the term health foods, which brings to mind visions of expensive specialty foods popular with food faddists. Whole or natural foods are foods that are free of chemical additives, colorants, and artificial flavorings, minimally processed to make them suitable for eating, and served in the most nutritious manner possible. Many of the foods served now probably fit into this category, such as fresh produce, unadulterated dairy products, whole grain breads, flours, and cereals, brown rice, canned fruit juice without added sugar, and natural peanut butter.

Consider food costs

What are the implications for the camp manager whose usual criteria for selecting food is economy and convenience, when he is faced with the possibility of switching to whole foods? First, natural or whole foods will cost the same or less than their processed counterparts, depending on the source of supply. The closer to the original source food is, the cheaper it will be. Do not overlook growing some of the food in camp gardens, tended by the campers as a part of the program. Local farmers can be a good source of meat, produce, and eggs. To find out about other local distributors of whole and natural grains, cheeses, and other foods, visit a local food co-op or natural foods store and talk to the manager.

Controlling costs in whole food kitchens calls for good management. Because there is more potential for food waste in natural foods cooking, menus will have to be planned carefully. Leftovers can be resused as is, or in soups and stews. Peelings and unusable leftovers can be composted for use in the camp garden, or fed to pigs on a local farm. Costs can be further reduced by serving an occasional meatless meal using eggs, dairy products, grains, and beans to supply the necessary protein.

While food costs may decrease, there will most likely be an increase in labor costs. Natural foods cooking requires more human energy than cooking with processed foods. The work is of a different nature, however. Instead of merely assembling a meal, kitchen workers again become cooks, creating meals by using their skills to transform raw foods into tasty dishes. They can feel a sense of pride and responsibility in the quality of their work, because the quality of the food now depends on their effort, not on the food

Sample Whole Food Menu Items

Breakfast
Oatmeal
Whole wheat pancakes
Granola
Eggs
Fruit juice
Fresh fruit

Lunch
Grilled cheese sandwich
Homemade vegetable soup
Tacos
Pizza
Salad bar

Supper
Lasagna
Chili and cornbread
Oriental stir-fried vegetables on rice
Spinach-rice casserole

Snacks and Dessert
Fresh fruit and cheese
Whole grain crackers and cheese
Dried fruit, nut,and seed mix
Apple crisp
Yogurt flavored with honey, cinnamon, fruit, applesauce, etc.

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processor's formula.

With good management, the increased labor costs can be offset by the decreased food costs, resulting in an overall savings. As the cost of energy continues to climb, processed foods which require intensive energy to produce, will reflect this increase. Thus, the shift toward natural, whole foods and local sources of food is more economically sound. Regardless of the economic aspects, the most important result is an increase in the quality of the food served to the campers.

But is it true that the campers will not eat anything but hot dogs, bug juice, and potato chips? Many camps have already found that this is not the case. Campers will eat a variety of foods, and even enjoy trying new and unfamiliar foods that are well prepared.

The following recommendations have been used successfully at other camps and will give an idea of some of the improvements that can be made by moving toward whole foods:

—Buy or make whole wheat bread instead of serving white bread. Involve the campers in the preparation if local health regulations will allow it.
—Use whole wheat flour mixed half and half with white flour in baking, or add wheat germ and bran to the white flour.
—Serve brown rice instead of white rice.
—Serve real potatoes baked in the skin, instead of instant, french fried, or potato puffs. All of these are expensive, processed versions of the real thing, and are also less nutritious.
—Serve more fresh vegetables in season instead of canned or frozen. Steam them instead of boiling them to preserve the vitamins.
—Have a salad bar meal once a week with lots of fresh vegetables, greens, dressings, cheese, yogurt, and fresh bread.
—Serve pizza, a very nutritious meal (especially when served with a salad) that is often wrongly classified as a junk food.
—Use egg salad, tuna salad, cheese, etc., instead of processed sandwich meats and hotdogs. These meats are expensive and contain potentially dangerous additives, sodium nitrate, and nitrite.
—Serve fruit juice instead of fruit drink. Also, try serving a pitcher of water at meal time.
—Eliminate potato chips, soft drinks, and flavored gelatin, all very expensive items of very little nutritional value.
—Serve fresh fruits in season instead of canned fruits in heavy syrup.
—Try dried fruit, nuts, and cheese for snacks and dessert.
—Try yogurt as an alternative to sweet desserts. Use honey, cinnamon, applesauce, or fruit to flavor it.
—Make granola or serve whole grain cereals such as bran or shredded wheat for breakfast instead of presweetened cerals.
—Avoid cottonseed oil, palm oil, and lard in cooking. They are all high in saturated fats. Instead, try to use soybean, corn, or safflower oil, all high in cholesterol-reducing polyunsaturated fats.

Two valuable books to help in starting the shift to whole foods are : *Better Food for Public Places*, by Anne Moyer, Rodale Press, Emmaus, PA, $4.95, and *More Than Bread*, by the Nutrition 1985 Project, Whitworth College, Spokane, WA, $4.75. □